

Work sample: Nile River descriptive report

Relevant part of the achievement standard

By the end of Year 7 students sequence some of the main events, people and societies they have studied. They categorise time into periods and interpret timelines.

When researching, students develop historical questions, plan an inquiry and identify relevant historical sources. They locate information from a range of sources and use it as evidence to answer inquiry questions.

Students select and categorise relevant historical information from a range of sources. They examine sources to determine their origin, to identify meaning, point of view, values and attitudes. Students describe the context for people's actions in the past and the historical significance of an individual, group or event. They describe change and continuity over time and suggest reasons for changes.

Students compose historical texts, such as explanations and descriptions (incorporating analysis), which draw on evidence identified in sources. They use appropriate historical terms, concepts and referencing in their historical texts. Students present their findings in a range of forms, in particular written and visual texts, including digital technologies.

Summary of task

Students were asked to prepare a descriptive report on the Nile River in ancient Egyptian life. They were asked to investigate:

- the main features of the Nile River
- the activities associated with the Nile River in ancient Egypt
- the importance of the Nile River in ancient Egyptian life

They were then asked to present their findings in a descriptive report.

Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.

Work sample: Nile River descriptive report

The Nile River

The Nile River is the longest river, which flows from Ethiopia to its Delta and into the Great Sea. It provides food, water and a habitat for many animals. It also provides fertile farming lands and is worshiped as a God. The Nile is also used for many leisure activities.

The Nile floods every year as a result of torrential rain. When the Nile floods it is considered a good thing. To protect themselves from the flood the people stay in mud huts, which after the flood leave behind fertile farming lands called black lands. Farmers, then build ditches used as irrigation channels.

Farming is best done after the flood as there are fertile farming lands from the mud huts, used to protect the people. It is also best done during November to February or March to June.

The Nile is worshiped as a god as it keeps Egypt alive. They believe it allows them to grow crops like barley and wheat. The people offer oxen, birds, lions and fire. They believe when the Nile is low everyone is poor.

The Nile is used for leisure, but also used for transport. Many people sail down the Nile to get to Giza. Pyramid and temple builders use the Nile to transport stones from quarries to building sites. Wealthy Egyptians cruise down the Nile in wooden ships for enjoyment. Many people fished from small rowing boats near the shoreline of the Nile River.

The Nile is a habitat for diverse birds, plants and animals. It contains a variety of birds, fish, crocodiles, hippopotamus and turtles.

It is clear that the Nile is a very important river to the Egyptians as it allows them to grow crops and provides food and water. The Nile is also very important as it provides a habitat for many plants and animals and keeps Egypt alive.

Annotations

Uses relevant terms and concepts, eg irrigation, pyramids, temples.

Describes the significance of the Nile in ancient Egyptian life, with reference to agriculture, leisure, religion and transport.

Categorises relevant historical information into paragraphs related to farming, religion and transport.

Communicates findings through a structured historical description, with each paragraph developing a key idea.

Annotation summary

This work sample demonstrates use knowledge of the various activities related to the Nile River in ancient Egypt. The student has described the importance of the Nile River in Egyptian life and has used information and evidence identified from sources. This work sample presents understandings in the form of a descriptive report.

Acknowledgement:

ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.